



October 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education

Maine
High School
Assessment

District Report

Test Date: May 2007
ID: 1065
District: Gorham School Department

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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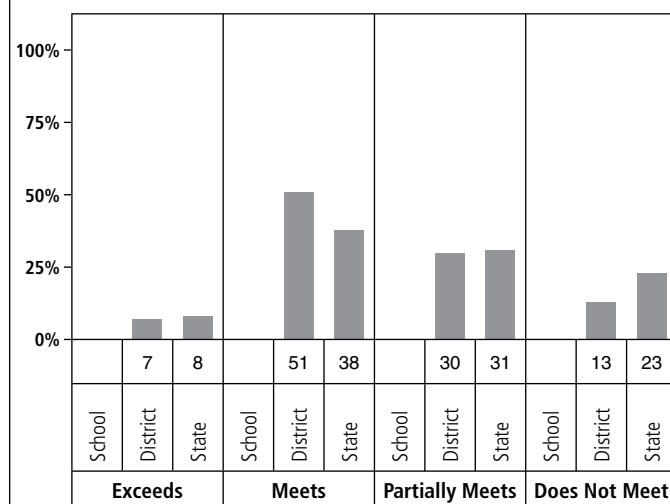
SUMMARY OF SCORES

Date: May 2007
District: Gorham School Department

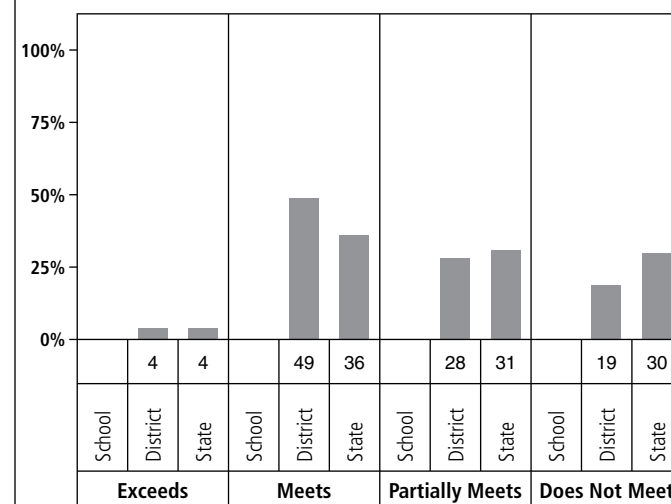
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007		1144	1141
Mathematics 2006–2007		1143	1140
Writing 2006–2007		1144	1141

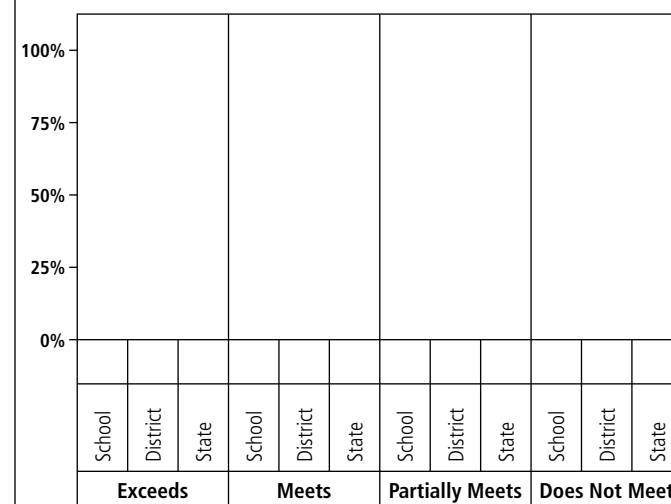
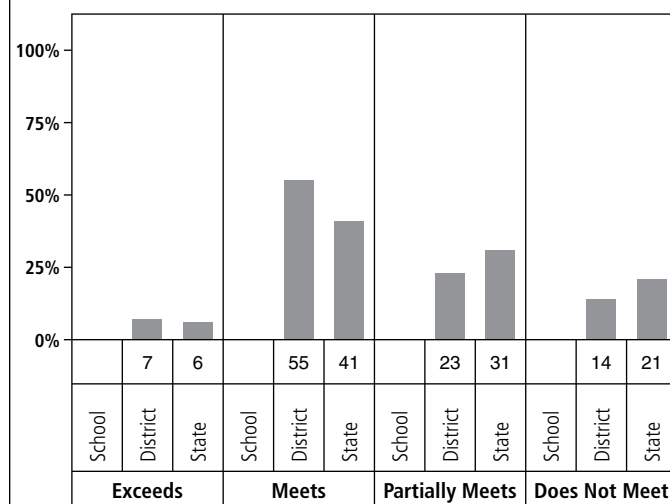
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

Date: May 2007
District: Gorham School Department

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								Critical Reading						Mathematics						Writing											
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students				222	100	16094	100			215	97	15236	95			217	98	15599	97			215	97	15229	95						
Ethnicity	African American			3	1	333	2			3	100	295	89			3	100	308	92			3	100	294	88						
	American Indian/Native Alaskan			0	0	91	1			0	0	81	89			0	0	84	92			0	0	81	89						
	Asian/Pacific Islander			2	1	226	1			2	100	196	87			2	100	204	90			2	100	193	85						
	Hispanic			2	1	140	1			2	100	124	89			2	100	130	93			2	100	124	89						
	White			215	97	15304	95			208	97	14540	95			210	98	14873	97			208	97	14537	95						
	Not Reported			0	0	0	0			0	0	0	0			0	0	0	0			0	0	0	0						
Identified disability				41	18	2351	15			37	90	2047	87			38	93	2169	93			37	90	2044	87						
Current LEP				1	0	285	2			1	100	237	83			1	100	250	88			1	100	233	82						
Economically disadvantaged				22	10	3924	24			18	82	3561	91			20	91	3702	94			18	82	3558	91						
Migrant				0	0	1	0			0	0	1	100			0	0	1	100			0	0	1	100						

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing												
	School		District		State		School		District		State		School		District		State		School		District		State		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Participation without accommodations			194	87	13484	84			196	88	13851	86			194	87	13484	84							
Identified disability (PET/IEP)			16	8	743	6			17	9	865	6			16	8	743	6							
LEP			1	1	187	1			1	1	204	1			1	1	187	1							
504 plan			0	0	2	0			0	0	3	0			0	0	2	0							
Participation with accommodations			19	9	1570	10			19	9	1569	10			19	9	1570	10							
Identified disability (PET/IEP)			19	100	1127	72			19	100	1126	72			19	100	1127	72							
LEP			0	0	46	3			0	0	46	3			0	0	46	3							
504 plan			0	0	0	0			0	0	0	0			0	0	0	0							
Other			0	0	407	26			0	0	407	26			0	0	407	26							
Participation through alternate assessment (PAAP)			2	1	178	1			2	1	179	1			2	1	175	1							
Identified disability (PET/IEP)			2	100	177	99			2	100	178	99			2	100	174	99							
LEP			0	0	0	0			0	0	0	0			0	0	0	0							
504 plan			0	0	0	0			0	0	0	0			0	0	0	0							
Approved non-participation in reading – 1st year LEP			0	0	4	0																			
Approved non-participation – special consideration			0	0	14	0			0	0	14	0			0	0	14	0							
Non-participation – other			7	3	844	5			5	2	481	3			7	3	851	5							

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Date: May 2007
District: Gorham School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006 2006-2007 Cum. Avg.			17	9	1079	7
				14	7	1168	8
				16	8	1124	7
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006 2006-2007 Cum. Avg.			84	43	5697	38
				109	51	5714	38
				97	47	5706	38
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006 2006-2007 Cum. Avg.			53	27	4772	32
				63	30	4728	31
				58	28	4750	31
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006 2006-2007 Cum. Avg.			42	21	3595	24
				27	13	3444	23
				35	17	3520	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Gorham School Department

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											213	7	51	30	13	1144	15054	8	38	31	23	1141
Ethnicity																						
African American											3						290	2	21	26	52	1131
American Indian/Native Alaskan											0						78	4	28	33	35	1135
Asian/Pacific Islander											2						193	7	33	34	26	1139
Hispanic											2						123	6	28	34	33	1137
White											206	6	52	29	12	1144	14370	8	39	31	22	1141
Not Reported											0						0					
Identified disability																						
Yes											35	0	14	40	46	1132	1870	1	10	26	63	1127
No											178	8	58	28	6	1147	13184	9	42	32	17	1142
Limited English proficient students																						
Current LEP in first year											0						7	0	0	0	100	1122
Current LEP beyond first year											1						226	1	10	25	64	1127
Economically disadvantaged																						
Yes											17	6	29	41	24	1137	3464	3	25	34	37	1134
No											196	7	53	29	12	1145	11590	9	42	31	19	1142
Migrant																						
Yes											0						1					
No											213	7	51	30	13	1144	15053	8	38	31	23	1141
Gender																						
Female											99	6	52	33	9	1145	7401	8	40	33	19	1142
Male											114	7	51	26	16	1144	7653	8	36	29	27	1140
Not Reported											0						0					
Title 1A targeted program																						
Yes											1						68	1	21	32	46	1131
No											212	7	51	30	12	1144	14986	8	38	31	23	1141
Gifted/talented program																						
Yes											0						1					
No											213	7	51	30	13	1144	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Date: May 2007
District: Gorham School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL *

		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007			8	4	578	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007			106	49	5481	36
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007			60	28	4754	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007			41	19	4607	30

*Standards were reset for mathematics in 2007 so historical data are not available.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Gorham School Department

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											215	4	49	28	19	1143	15420	4	36	31	30	1140
Ethnicity																						
African American											3						304	1	13	27	59	1133
American Indian/Native Alaskan											0						81	2	16	42	40	1137
Asian/Pacific Islander											2						204	6	40	25	29	1142
Hispanic											2						129	3	29	25	43	1138
White											208	4	49	28	19	1143	14702	4	36	31	29	1141
Not Reported											0						0					
Identified disability																						
Yes											36	0	6	25	69	1132	1991	0	6	18	75	1131
No											179	4	58	28	9	1145	13429	4	40	33	23	1142
Limited English proficient students																						
Current LEP in first year											0						7	0	0	0	100	1125
Current LEP beyond first year											1						243	2	14	19	65	1133
Economically disadvantaged																						
Yes											19	0	16	42	42	1135	3606	1	20	31	48	1136
No											196	4	53	27	17	1144	11814	5	40	31	24	1142
Migrant																						
Yes											0						1					
No											215	4	49	28	19	1143	15419	4	36	31	30	1140
Gender																						
Female											101	2	47	33	19	1142	7566	3	35	33	29	1140
Male											114	5	52	24	19	1144	7854	5	36	29	31	1141
Not Reported											0						0					
Title 1A targeted program																						
Yes											1						73	0	14	26	60	1134
No											214	4	50	28	19	1143	15347	4	36	31	30	1140
Gifted/talented program																						
Yes											0						1					
No											215	4	49	28	19	1143	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Date: May 2007
District: Gorham School Department

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006			17	9	952	6
	2006-2007			15	7	937	6
	Cum. Avg.			16	8	945	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006			81	41	6055	40
	2006-2007			118	55	6167	41
	Cum. Avg.			100	49	6111	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006			65	33	4916	32
	2006-2007			50	23	4723	31
	Cum. Avg.			58	28	4820	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006			34	17	3221	21
	2006-2007			30	14	3227	21
	Cum. Avg.			32	16	3224	21

WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Gorham School Department

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students											213	7	55	23	14	1144	15054	6	41	31	21	1141
Ethnicity																						
African American											3						290	1	21	31	47	1132
American Indian/Native Alaskan											0						78	4	29	37	29	1136
Asian/Pacific Islander											2						193	6	31	35	28	1138
Hispanic											2						123	4	30	33	33	1137
White											206	7	56	23	13	1145	14370	6	42	31	21	1141
Not Reported											0						0					
Identified disability																						
Yes											35	0	6	43	51	1129	1870	0	8	27	65	1127
No											178	8	65	20	7	1147	13184	7	46	32	15	1143
Limited English proficient students																						
Current LEP in first year											0						7	0	0	0	100	1117
Current LEP beyond first year											1						226	1	10	25	63	1128
Economically disadvantaged																						
Yes											17	0	35	29	35	1135	3464	2	26	36	37	1134
No											196	8	57	23	12	1145	11590	8	45	30	17	1143
Migrant																						
Yes											0						1					
No											213	7	55	23	14	1144	15053	6	41	31	21	1141
Gender																						
Female											99	9	65	16	10	1147	7401	7	46	31	15	1143
Male											114	5	47	30	18	1142	7653	5	36	32	28	1138
Not Reported											0						0					
Title 1A targeted program																						
Yes											1						68	0	15	43	43	1131
No											212	7	55	24	14	1144	14986	6	41	31	21	1141
Gifted/talented program																						
Yes											0						1					
No											213	7	55	23	14	1144	15053	6	41	31	21	1141

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